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The College Student Questionnaire (CSQ) has been used in numerous studies to analyze and explore attitudes, expectation, and backgrounds of students classified according to their academic performance or program. Many studies are mentioned, most briefly, with little or nc description of methods or procedures. Significant results are reported with a general concluding remark that the CQS is a useful instrument for describing and differentiating many sub-groups of the student population. Groups studied ranged from fraternities to drug users. Relationships explored include involvement in extra-curricular activities, and academic achievement. Other measurement instruments used were the Motivation for Grades and Liberalism Scales, and the Social Concern Scales. The most complete results are given on an additional section to this report, showing the relationship of responses to selected CSQ, Part I, to freshman year academic average. (SJ)

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The Relation of the College Student Questionnaire to Academic Performance and Programs

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For the past four years at Wesleyan University, we have administered the C.S.Q. Part 1 to new students during the orientation period in early September. As part of a University-wide study of educational policies and programs, the CSQ Part 2 was administered to 90% of the members of the class of 1969 at the end of their sophomore year and to volunteers comprising about 30% of the graduating seniors.

I will mention briefly a number of studies that we have conducted at Wesleyan University employing the College Student Questionnaire and will report more fully the results of several analyses that explored the attitudes, expectations and backgrounds of students classified according to their academic performance or program.

For a decade we have analysed the aptitude test record and personality test scores of students according to their social affiliation. More recently, CSQ data has been included in this analysis. There is a marked degree of selection and self-selection involved in the process of fraternity affiliation. Although there is a strongly held belief among students that the houses on campus are not "typed", the evidence indicates that the membership of the various houses has identifiable characteristics that make one group distinct from others. The brothers of one house live in a social environment that is identifyably different from that of another house. For example, 11% of the students who eventually joined one house indicated the vocational philosophy

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as most representative of their own point of view, 6% selected"academic", and 83% selected "collegiate", while none chose the "non-conformist". In contrast, the students who eventually joined another house whose style is radically different were 8% "vocational", 26% "academic", 24% "collegiate", and 42% "non-conformist". A third house has a membership made up of 6% "vocational", 51% "academic", 28% "collegiate", and 15% "non-conformist". The membership of these same houses also differed greatly in the interest that they expressed in participating very actively in certain organized extra-curricular activities:

	Fraternity Affiliation		
	A	B	C
In student government	50%	16%	42%
In literary, oratorical & dramatic activities	16%	66%	57%
In athletics	98%	21%	33%

In response to the question, "What is your religious preference?", 9% of the membership of house "A" responded "no formal religion", 62% of house "B" and 38% of house "C". Our experience has been that the CSQ, Part 1 provides a convenient instrument for describing some significant characteristics of the membership of residential and social units on the campus and that this information is useful both in counseling with students and in the review of University policy.

The character of each new class at Wesleyan is a matter of great interest and concern. We get some idea of the men who make up the successive Wesleyan classes from the records furnished by the Admissions Office. Students' responses to the 200 items of the College Student Questionnaire, Part 1, provide a further perspective. The following summary statements are based upon a comparison of the responses of the members of the classes of

1969 through 1972 to this questionnaire.

A. Members of recent Wesleyan classes regard themselves to be more liberal in their political and social attitudes, more emancipated from ties to family, peers and religious traditions, less group oriented, more individualistic, less competitive, and better informed. These are illustrated by the following:

	Classes of 1969	1970	1971	1972
Item 171. "Do you consider your political point of view to be generally:"				
% responding "Very liberal"	25%	24%	32%	37%
Item 135. "What is your religious preference?"				
% responding "No formal religion"	27%	31%	33%	35%
Item 145. "Generally speaking, how do you feel about competing with other people, especially when the stakes are high?"				
% responding "I tend to enjoy competitive situations"	43%	39%	39%	34%
Item 140. "Which of the following statements comes closer to your views?"				
% responding "College students should be given great freedom in choosing their subjects of study and in choosing their own areas of interest within their subjects."	67%	77%	74%	89%
Item 177. "Are you concerned that persons who are not white-Anglo-Saxon-Protestant seem to have somewhat less opportunity in America?"				
% responding "Highly concerned"	55%	58%	62%	72%

Item 189. "Do you feel that the decision to drop an atomic bomb on the city of Hiroshima was right or wrong?"

% responding "Strongly feel that the decision was right"	42%	36%	28%	22%

Item 186. "Would you be upset at the sight of children looking at obscene printed material at a magazine stand (or elsewhere)?"

% responding "Very much upset"	16%	13%	12%	6%

Item 139. "If you were to discover a student at this college cheating, what would be your probable reaction?"

% responding "I would report the student to the appropriate teacher or other authority"	24%	22%	19%	13%

C. In comparison with students of the classes of 1969 and 1970, those of the classes of 1971 and 1972 reported that in their secondary school years:

1. They spent more time listening to music.
2. They read more social science and less literature.
3. They were less interested in student government.
4. Fewer participated actively in athletics.
5. Grades and academic honors were less important to them.
6. They spent less time doing homework.

D. There were no systematic changes in the family background characteristics of members of these four classes.

Recently we administered an anonymous questionnaire concerning use of drugs to members of the junior class who had agreed to participate in the study. Test data from which all identifying information had been removed was collected for each individual participating in the study and deposited in an envelope. The student completed the questionnaire and sealed it in the envelope with his test data. It was then possible to analyse the CSQ data, along with other records, in terms of reported non-use, moderate use, or heavy use of marijuana. In this pilot study, the number of heavy users is too small to place much confidence in the results but the experimental design and the data derived are sufficiently promising that a larger scale study will be attempted in the near future.

In passing we may note that the mean score of the Motivation for Grades and Study Habits scales were lowest for heavy users. Their scores on the Satisfaction with Faculty scale were lower than those of the "moderate users" and "non-users" and their Satisfaction with Administration scale was much lower, the values being S.A.:

Non-users	30.0	S.D. 5.50
Moderate Users	27.5	4.92
Heavy Users	24.3	6.49

The heavy users had the highest score on the Family Independence scale and in contrast to the other two groups had a lower score on the Peer Independence scale at the end of their sophomore year than at the beginning of their college career. Both "user" groups scored higher on the Liberalism and Cultural Sophistication scales than did the "non-users". Although the great majority of the "heavy users" had not smoked marijuana at the time that they completed CSQ Part 1, their responses to it differentiated them

from non-users and with less clarity from "moderate users".

In an effort to determine whether any of the information provided by the College Student Questionnaire is related in consistent and meaningful ways to the academic performance of students at Wesleyan University or to the selection of their academic programs, we have analysed CSQ records in relation to:

1. Freshman Year Academic Average
2. Four Year Cumulative Academic Average
3. Faculty Nominations of "Best" and "Poorest" Students
4. Academic Major or Program.

To facilitate analysis, we have abstracted from the 200 items of the CSQ Part 1, the responses to 32 selected items, the scores for the 7 scales, representing 70 questionnaire items, and the scores for 3 additional scales derived from other questionnaire items. These locally developed scales which were intended to measure "The student's involvement in non-academic activities", "The student's preference for independent study" and his "Reporting of parental pressure" have not proved to be sufficiently differentiating to be of value. Most of the studies that I am reporting are based upon the analysis of the normal CSQ scales and the selected items.

Page 1 and 2 of the hand-out lists the items that have the greatest relationship to freshman year academic average. Additional items with a chi square value around the 5% level of confidence include Item 46: "Your biggest problem or source of worry"; Item 55: "Size of Secondary School Graduating Class"; Item 58: "Subject most enjoyed in secondary school"; Item 107: "Size of family"; and Item 129: "Parental responsibility for discipline". It is interesting that consistently anticipated problems were

more predictive of academic performance than were expected sources of greatest personal satisfaction and that least enjoyed subjects were more predictive than were most enjoyed subjects in secondary school.

It can be observed in table 1, page 3, that there is no relationship between freshman year grades and scores on the Family Independence, Peer Independence, Social Concern, Cultural Sophistication and Family Status scales. The hypothesis of no relationship with Freshman year academic average can be rejected at the 5% level of confidence for the Liberalism scale and at the 0.1% level for the Motivation for Grades scale.

A similar picture of the "grade-getter" emerges from an analysis of seniors responses to the CSQ Part 2 (note table 2). Students who achieved a four year academic average of B or higher, in comparison with those whose four year average was B- or less, expressed greater satisfaction with faculty and with their major. They reported better study habits, greater concern for careers that will provide opportunity to use their special abilities and talents, and were less involved in extracurricular activities. To a greater extent than is true of students with lower academic averages, the honors student is preparing for an academic or professional career. He values academic achievement and derives satisfaction from his educational accomplishments. Consistent with his "Collegiate" Philosophy, the lower standing student has a more favorable attitude toward fraternities, is more involved in athletics, and dates more frequently.

Students in Ungraded Programs share many of the characteristics of the honor students but scored significantly higher on the Family Independence and Peer Independence scales and expressed greater satisfaction with their major program. In response to Item 85: "In terms of your own personal satisfaction, how much importance do you attach to getting good grades?"

only 26% of the Ungraded students answered "quite a bit" or "a great deal" in contrast to 43% for low average students and 70% for honor students.

In a recent study, members of the faculty were asked to nominate their most satisfactory and their least satisfactory students. The instructions for making these nominations were in part as follows: "At this time we need the assistance of the faculty to identify those students who have made unusually effective use of their opportunities at Wesleyan and those on whom the advantages and privilege of a Wesleyan education are poorly spent. Almost everyone who has taught college students has encountered some who are unusually responsive to their educational experiences and, within the limits of their ability and background, make the most of the opportunities presented to them. There are also students who frustrate, irritate, and disappoint. They are apathetic, passive, disinterested, and unmotivated toward academic or scholarly attainments. They make minimal application of their own gifts and fail to respond to the opportunities for intellectual and personal growth that the University provides."

Of the 293 members of the class of 1969 for whom we had records for CSQ Part 1 and Part 2, 110 students received one or more nominations as "most satisfactory", one student receiving a total of 12 nominations. Forty-eight students received one or more nominations as "least satisfactory", one student accumulated a total of 7 unfavorable nominations. 113 students received no nominations and 22 students were nominated by some faculty as "most satisfactory" and by others as "least satisfactory". The scale values for these classifications are listed in Table 3. Favorably nominated students expressed the greatest satisfaction with faculty and non-nominated students the least. The students identified by the faculty

as least satisfactory had the lowest score on Study Habits, Motivation for Grades, and Liberalism and the highest score on the Extracurricular Involvement scale. Non-nominated and unfavorably nominated students to a significantly greater degree selected the "Collegiate" philosophy as most representative of their own point of view at the beginning of their college career and persisted in this orientation during their first two years. Fewer indicated course work or individual study as the source of their greatest personal satisfaction (Most 35%, Least 17%) and more selected "handling the content of my courses" as their biggest problem or source of worry (Most, 10%, Least, 33%). They were more active in varsity and intramural sports, expressed greater approval of social fraternities in general (49% of "Most" strongly or moderately approve; 71% of "Least" strongly or moderately approve) and more of them dated once a week or more frequently (Most, 17%; Least, 28%).

There is a high degree of commonness in the characteristics that are associated with these three criteria of academic performance, namely freshman year average, four year academic average and faculty nomination. A related issue is whether attitudinal and experiential factors are related to the student's selection of an academic program or field of concentration. We have conducted a number of studies exploring this relationship. The one I will present here concerns the characteristics of students who intend a major in the physical sciences and eventually elect a science major, in contrast to those who intend a science major but elect a non-science major and those who intend a non-science program of studies and elect a non-science major. We also postulated that the characteristics of students who

withdrew from college during their first two years would be different for those who intended to major in science and those who intended a non-science major. The mean scale scores for these five groups are presented in table 4.

Students who withdrew from college had higher scores on the Family Independence and the Liberalism scales than did their counterparts who remained in college, but scored significantly lower on the Motivation for Grades scale. The "science intending" students who did not major in science were more similar to the non-science students in Liberalism, Cultural Sophistication and Motivation for Grades than they were to science majors.

31% of science majors selected the Vocational philosophy and only 8% selected the "non-conformist". The science intenders and the non-science majors reversed these percentages with 7% Vocational and 26% "non-conformist". Protestant students were over-represented in the science major group. To a greater extent than the other groups, they reported that in their families their "parents suggested without coercing" and that the mother usually or almost entirely had the final say about things concerning the children.

The evidence that we have developed at Wesleyan University suggests that the College Student Questionnaire is a useful instrument for describing and differentiating many sub-groups of the student population. Its very wealth of information presents problems of organization and analysis. In the interest of more efficient processing and evaluation of data, work needs

to be done on the identification of critical responses to permit most efficient compression of data for analysis and reporting and the development of more extended, more reliable scales.

In our experience, the Motivation for Grades and Liberalism scales appear to be particularly important variables in the study of student populations and deserve further study and development. The Social Concern scale is the only scale of Part 1 on which our students make higher scores on entrance than they did after two years in college. We hope to come to a better understanding of the sources of this decline in score. In the discussion here and in subsequent communications with persons who are using the CSQ, I would be pleased to learn of any work that is being carried out to improve the ease of analysis and the communication of the results of this questionnaire.

Relationship of Responses to Selected Items of CSQ, Part 1
to Freshman Year Academic Average
Wesleyan University Classes of 1969, 1970 and 1971

(In this display, some alternatives are compressed or omitted.)

	A,B+	B,B-	C+,C	C-,D,F
Item 27. In thinking about your occupational future, do you feel that in the long run you would have a preference for:				
1. An academic life	28%	39%	24%	9%
2. A business life	7	34	48	12
3. A professional life	17	39	28	16
5. Some aspect of the creative arts	26	32	24	19
8. Have not given sufficient thought	18	42	34	6
X^2=82.858 P <.005 C=0.293				
Item 29. As far as you personally are concerned, which one of the requirements below is the most important in any job or profession you would consider going into?				
1. Opportunity to use my special abilities & talents	24%	36%	31%	10%
2. Prospects of an above-average income	16	35	31	18
3. Freedom to be creative and original	26	35	25	14
4. Opportunity to work with people rather than with things	11	56	23	13
5. Opportunity to be helpful to others and/or useful to society in general	18	37	30	14
6-9. "Working conditions"	9	36	44	11
X^2=75.55 P <.02 C=0.280				
Interest in participating in certain extracurricular activities:				
Item 37. Literary				
1. Not interested in participating	13%	39%	33%	15%
2. Participate but not actively	20	37	31	12
3. Participate very actively	24	38	18	11
X^2=26.87 P <.01 C=0.162				
Item 38. Athletics--intercollegiate or intramural				
1. Not interested in participating	30%	38%	22%	9%
2. Participate but not actively	26	42	24	9
3. Participate very actively	12	35	37	16
X^2=65.84 P <.001 C=0.258				
Item 40. School Spirit Activities				
1. Not interested in participating	25%	36%	28%	11%
2. Participate but not actively	17	39	32	13
3. Participate very actively	11	38	35	16
X^2=28.54 P <.005 C=0.167				

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	A,B+	B,B-	C+,C	C-,D,F
Items 49-52. "Most accurate Philosophy of Education"				
1. A "Vocational"	23%	37%	32%	8%
2. B "Academic"	25	42	24	9
3. C "Collegiate"	14	33	37	15
4. D "Non-conformist"	24	43	17	16
X^2=61.98 P<.001		C=0.250		
Item 59. Of the subjects listed below which one did you enjoy least in secondary school?				
1. Art	14%	45%	32%	10%
2. English	7	38	38	17
3. Foreign language(s)	12	32	40	16
4. Mathematics	12	42	32	15
5. Music	17	46	26	11
6. Physical Education	44	30	17	9
7. Science	21	39	32	8
8. Shop or Commercial	31	41	18	9
9. Social Science	23	35	23	19
X^2=146.501 P<.001		C=0.406		
Item 122. What is your parents' religious preference?				
1. Protestant	16%	35%	36%	14%
2. Catholic	15	39	29	17
3,4 & 5. Jewish	29	43	22	6
7. No formal religion	20	42	28	11
X^2=75.02 P<.001		C=0.282		
Item 129. Who in your parental family really has had the final say about things concerning the children (discipline, staying out late, special privileges, etc.)?				
1. Almost entirely up to father	14%	39%	33%	14%
2. Usually up to father	21	38	31	12
3. Usually up to mother	22	42	27	10
4. Almost entirely up to mother	21	26	33	20
X^2=28.58 P<.05		C=0.171		
Item 135. What is your religious preference?				
1. Protestant	15%	34%	36%	15%
2. Catholic	16	36	32	17
3,4 & 5. Jewish	28	46	21	5
7. No formal religion	21	38	28	12
X^2=68.88 P<.001		C=0.267		

Table 1

Mean Scale Scores, CSQ 1: By Freshman Year Academic Average

CSQ Scales		F ratio df=3,435	Grade Level A,B+	B,B-	C+,C	C-,D,F
Family Independence	Mean	2.126	23.78	25.01	25.08	25.74
	S.D.		5.13	4.83	4.83	5.16
Peer Independence	Mean	0.158	25.21	25.37	25.40	25.08
	S.D.		3.36	3.59	3.57	4.17
Liberalism	Mean	3.799**	30.29	28.43	27.69	27.69
	S.D.		5.54	5.86	5.26	6.07
Social Concern	Mean	2.090	29.46	28.21	28.36	27.67
	S.D.		3.71	4.59	4.56	5.29
Cultural Sophistication	Mean	3.472*	26.63	26.10	25.25	26.42
	S.D.		5.18	4.97	5.41	5.67
Family Status	Mean	0.532	43.89	45.11	44.43	43.11
	S.D.		10.03	11.30	12.78	13.21
Motivation for Grades	Mean	18.373**	28.74	26.36	24.37	22.88
	S.D.		4.64	4.78	5.02	5.34
		N=	76	147	131	85
Items 49-52: Most accurate representation of students point of view						
Vocational			13%	11%	11%	3%
Academic			45%	29%	27%	24%
Collegiate			32%	44%	55%	56%
Non-conformist			10%	16%	7%	17%
Item 53: Graduated from public high school			82%	62%	59%	65%
Items 38, 40 & 41: Response "would like to participate very actively"						
Athletics			41%	52%	64%	61%
School Spirit Activities			12%	24%	18%	21%
Political Organizations			30%	21%	17%	15%
Item 135: Students' religious preference						
Protestant			21%	33%	43%	44%
Jewish			30%	19%	13%	8%

* $P \leq .05$ **$P \leq .01$

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Table 2

Mean Scale Scores, CSQ 2: Classified According to Four Year Cumulative Academic Average

CSQ Scales	A through B Mean	A through B S.D.	B- through C Mean	B- through C S.D.	Ungraded Program Mean	Ungraded Program S.D.	F ratio df=2,95 $P_{.05}$=3.09 $P_{.01}$=4.82
Satisfaction Faculty	32.02	3.36	29.56	3.92	31.65	3.26	4.43*
Satisfaction Administration	31.36	3.93	30.53	4.86	31.05	3.87	N.S.
Satisfaction Major	30.02	4.79	26.11	4.85	33.53	3.82	10.86**
Satisfaction Students	28.52	3.89	29.00	4.18	28.40	4.21	N.S.
Study Habits	27.56	4.00	24.81	4.14	25.70	4.26	3.85*
Extracurricular Involvement	18.65	4.16	20.25	4.51	18.15	3.66	N.S.
Family Independence	25.24	5.25	26.14	5.22	29.20	4.48	3.73*
Peer Independence	24.98	3.48	24.78	3.68	27.45	4.82	3.22*
Liberalism	30.59	5.77	27.94	6.71	31.70	5.39	2.77
Social Concern	29.68	3.66	27.17	4.87	27.75	5.67	N.S.
Cultural Sophistication	29.19	4.24	29.61	4.80	30.05	4.77	N.S.
N=	42		36		20		
Items 131-134: Most accurate representation of students point of view							
Vocational	12%		0%		15%		
Academic	43		28		30		
Collegiate	38		53		45		
Non-conformist	7		14		10		
Item 135: Students' religious preference							
Protestant	32%		34%		47%		
Jewish	12		11		5		
None	41		37		42		
Item 85: In terms of your own personal satisfaction, how much importance do you attach to getting good grades?							
"Quite a bit" or "A great deal"	71%		43%		26%		

Table 3

Mean Scale Scores, CSQ 1 and 2: By Faculty Nomination

CSQ Scales		F	S	Nominated "Best" Fresh.	Nominated "Best" Soph.	Nominated "Best" & "Poorest" Fresh.	Nominated "Best" & "Poorest" Soph.	Not Nominated Fresh.	Not Nominated Soph.	Nominated "Poorest" Fresh.	Nominated "Poorest" Soph.
Satisfaction Faculty	Mean	*		28.53		28.00		26.86		27.44	
	S.D.			4.36		4.31		4.37		4.24	
Satisfaction Administration	Mean			28.82		28.86		28.83		29.08	
	S.D.			5.25		4.98		5.39		4.52	
Satisfaction Students	Mean			28.54		28.82		27.30		27.81	
	S.D.			5.21		4.72		4.37		5.33	
Study Habits	Mean	**		25.77		23.59		24.35		22.35	
	S.D.			4.57		4.20		4.52		4.53	
Extracurricular Involvement	Mean	*		19.22		19.50		20.53		21.40	
	S.D.			4.81		5.26		4.35		4.41	
Family Independence	Mean			23.37	25.67	23.77	26.14	23.04	25.38	23.79	25.38
	S.D.			6.72	5.78	5.66	6.98	5.57	5.82	5.32	5.59
Peer Independence	Mean			24.37	25.34	24.32	25.14	24.39	25.52	24.19	24.79
	S.D.			5.82	4.47	6.14	4.51	3.99	3.63	3.92	4.58
Liberalism	Mean	*		27.46	29.98	28.27	30.41	26.88	28.57	26.69	27.27
	S.D.			7.74	7.21	5.69	4.25	5.35	6.44	5.47	5.99
Social Concern	Mean			28.58	27.58	29.55	28.41	28.67	27.12	28.13	26.71
	S.D.			6.32	5.35	3.40	4.43	4.10	5.10	5.33	4.82
Cultural Sophistication	Mean			26.19	28.59	26.86	27.55	25.88	26.99	25.06	26.50
	S.D.			7.25	5.56	4.98	5.21	4.73	5.12	5.97	6.27
Family Status	Mean			43.90		43.68		46.19		46.27	
	S.D.			12.34		12.31		10.28		12.14	
Motivation for Grades	Mean	**		27.75		26.05		26.57		24.27	
	S.D.			5.30		5.30		5.64		4.93	
				N=110		N=22		N=113		N=48	

Table 4

Mean Scale Scores, CSQ 1 and 2: By Student's Anticipated and Actual College Major

CSQ Scales	Intended Major: / Actual Major: F	S	Science / Science Fresh.	Science / Science Soph.	Science / Non-Science Fresh.	Science / Non-Science Soph.	Non-Science / Non-Science Fresh.	Non-Science / Non-Science Soph.	Science Drop outs Fresh.	Non-Science Drop outs Fresh.
Satisfaction Faculty	Mean			27.91		28.11		27.54		
	S.D.			4.28		3.81		4.54		
Satisfaction Administration	Mean			29.38		28.78		28.72		
	S.D.			5.61		5.24		5.09		
Satisfaction Students	Mean	*		26.76		29.73		27.68		
	S.D.			5.69		3.82		5.02		
Study Habits	Mean			25.30		24.76		24.39		
	S.D.			4.48		4.07		4.69		
Extracurricular Involvement	Mean			20.37		19.82		20.16		
	S.D.			4.11		4.24		4.83		
Family Independence	Mean**		23.26	24.73	23.18	25.09	24.15	25.85	25.27	26.16
	D.S.		5.63	4.84	4.16	5.03	5.54	5.76	5.78	5.58
Peer Independence	Mean		24.82	26.41	24.71	25.27	24.62	25.02	24.51	26.04
	S.D.		4.72	4.26	3.96	3.60	4.10	4.18	5.37	4.23
Liberalism	Mean**	*	25.38	26.43	28.87	30.42	27.77	29.42	27.61	29.71
	S.D.		5.10	6.21	5.07	5.35	5.90	6.45	6.88	6.14
Social Concern	Mean		28.41	27.22	28.98	26.76	29.03	27.54	27.00	28.69
	S.D.		4.23	5.26	4.08	4.36	4.34	5.23	6.30	5.02
Cultural Sophistication	Mean**		24.24	26.16	25.31	26.67	26.92	28.13	24.46	27.81
	S.D.		4.98	5.12	3.94	5.08	5.60	5.62	6.36	5.44
Family Status	Mean		44.83		46.74		46.49		42.12	47.41
	S.D.		12.05		8.99		11.07		13.39	10.43
Motivation for Grades	Mean**		28.97		27.11		26.11		25.34	22.68
	S.D.		3.56		4.50		5.71		4.81	6.02
			N=37		N=45		N=225		N=41	N=90